DOCUMENT RESUME

ED 225 017 CE 034 970

AUTHOR Wentling, Tim L.; Piland, William E.
TITLE Student Evaluation of Instruction. Local Leader Guide I. Locally-Directed Evaluation Handbook. Second Edition.
INSTITUTION Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE Oct 82
NOTE 20p.; For related documents, see ED 204 541 and CE 034 969-981.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Education; Adult Vocational Education; *Educational Assessment; Evaluation Criteria; *Evaluation Methods; Evaluation Needs; Guidelines; Leaders Guides; Postsecondary Education; Program Development; *Program Evaluation; Program Implementation; *School Districts; Secondary Education; Student Attitudes; *Student Evaluation of Teacher Performance; Technical Education; Vocational Education
IDENTIFIERS Illinois

ABSTRACT

This document, one of 12 guides that have been developed to facilitate evaluation by and for local education agency (LEA) personnel in Illinois, covers six areas: (1) student evaluation of instruction, an activity to collect data for use in making decisions regarding program, course, and lesson planning; (2) provision for individual differences; (3) student motivation; (4) teacher command of subject matter; (5) teaching techniques; and (6) classroom/laboratory/work station operation and control. This activity suggests the use of locally developed questionnaires to identify student ratings of collective or specific areas of instruction and learning. The guide has been designed to aid the person who has responsibility for leading this particular activity. It includes three sections. The first section on preliminary considerations contains a brief explanation of this evaluation activity and the necessary steps to prepare for the evaluation undertaking. Suggestions are included for holding a staff meeting to discuss the activity. The second section of the guide is a procedure/task breakdown, which outlines suggested tasks for conducting this evaluation activity. The third section of this guide contains supporting documents, including information handouts, example documents, and references. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED225017

Student Evaluation of Instruction

Local Leader Guide I

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C Reisinger

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE034970

This Local Leader Guide is one of twelve guides that constitute the Locally-Directed Evaluation Handbook. These guides are designed to assist local education agency personnel in conducting internal or self evaluations.

Locally-Directed Evaluation Handbook

Second Edition

Prepared by:

Tim L. Wentling
Professor and Director
Office of Vocational Education Research
Department of Vocational and Technical Education
College of Education
University of Illinois
Urbana-Champaign, Illinois

With assistance from:

William E. Piland
Associate Professor
Department of Curriculum and Instruction
College of Education
Illinois State University
Normal, Illinois

Sponsored by:

Illinois State Board of Education
Department of Adult, Vocational & Technical Education
Research and Development Section

October, 1982

Introduction

This is one of twelve guides that have been developed to facilitate evaluation by and for local education agency (LEA) personnel. This guide has been designed to aid the individual who has assumed responsibility for leading this particular activity. It includes three sections: 1) Preliminary Considerations; 2) Procedure/ Task Breakdown; and 3) Supporting Documents. All parts of this document are suggested, the local staff is encouraged to adapt or change any procedures and instruments to meet the needs of its agency.

The first section of this Local Leader Guide entitled "Preliminary Considerations" contains a brief explanation of this evaluation activity and the necessary steps to prepare for the evaluation undertaking. Suggestions are included for holding a staff meeting to discuss this activity.

The second section of this guide is the "Procedure/ Task Breakdown." This breakdown outlines suggested tasks for conducting this evaluation activity. The tasks have been followed in the field tests. However, these tasks are flexible and should be adapted in each LEA.

The third section of this guide contains "Supporting Documents." These documents include: 1) information handouts, 2) example documents, and 3) references. Information handouts contain valuable information which will assist in conducting this activity. Example documents are forms which can be utilized with this evaluation activity. References include bibliographies and sources of information for additional assistance. These supporting documents have been developed and used in other LEAs. However, they can be adapted and revised to fit your specific needs. The local leader may wish to duplicate and distribute these supporting documents and work on this activity.

The value of this evaluation effort is dependent upon a team effort in obtaining and utilizing results. By combining these results with those of other activities of an evaluation system, the improvement of educational programs and services can begin.

Preliminary Considerations

Student evaluation of instruction is an activity to collect data for use in making decisions regarding program, course, and lesson planning; provision for individual differences; student motivation; teacher command of subject matter; teaching techniques; and classroom/laboratory/work station operation and control. This activity suggests the use of locally developed questionnaires to identify student ratings of collective or specific areas of instruction/learning. Each LEA should adapt the materials contained in this activity in order to provide for peculiarities and specific programs and courses.

Student evaluation of instruction is especially beneficial to instruction/learning when viewed from the perspective of a total evaluation system. It is only one contributor to decision making regarding such things as program, course and lesson planning; methodology; and recruitment. Data from evaluation activities such as student and employer follow-up surveys, and measuring student competencies contribute information to such decisions. Information from student ratings of instruction should be used together with other information to provide for changes that will improve instruction/learning. Student ratings of instruction can contribute to many kinds of decisions but should not be the only consideration.

Staff Meeting

1. Discuss briefly recent history of student evaluation of instruction in the LEA. Spotlight successes. Introduce your rationale for choosing this evaluation activity by listing several needs it will help to meet.
2. Distribute Information Handout 1-1 and discuss the aspects of instruction which can be improved by student evaluation. Decide upon a method for analyzing the instructional process, using either the one suggested or developing your own.
3. Define and briefly discuss the remaining major tasks.
   a. Defining the scope of student evaluation of instruction.
   b. Constructing instrument(s). (See Example Documents 1-1, 1-2 and 1-3)
   c. Administering instrument(s).
   d. Collating and tallying data. (See Example Document 1-4)
   e. Drafting conclusions, recommendations, and suggestion solutions. (See Information Handout 1-2)
   f. Discussing, adopting/adapting/implementing recommendations and suggested solutions.
   g. (Optional) Report briefly to administration and/or media.

Note: At this point you may do one or more additional things.

You may distribute an instrument that has been previously developed or used by your institution. Occupational teachers may wish to use all or a part of this instrument. It is very likely that they will wish to develop individualized instruments to assess such things as effectiveness in respective laboratories.

You may distribute one or more published instruments, such as the high school form which is available from the Office of Instructional Resources at the University of Illinois. These might be used in conjunction with individualized instruments which are better suited to occupational education.

4. Solicit volunteers and encourage qualified persons to accept a leadership role. Make individual and group responsibilities clear.
5. Timetable all tasks, outline procedures, determine what resources will be provided.
6. Emphasize the utilization of results for the improvement of instructional programs.

   The probable schedule of events of this evaluation activity is:

   (1) Local leader assesses what has been done regarding student evaluation of instruction during recent years in the local education agency and collect sample documents if available.
   (2) Local leader prepares for an orientation meeting with the total instructional staff or with specified groups. It will be beneficial to get sanction of one or more superiors or groups before initiating student evaluation.
   (3) Local leader holds a teacher orientation meeting.
   (4) Teachers define the scope and goals of the evaluation activity in groups or as individuals.
   (5) Selected teachers develop instrument(s).
   (6) Selected teachers pilot test instrument(s).
   (7) Teachers administer instruments to one or more classes. (It would be a good idea not to do this in all the classes at the same time.)
   (8) Local leader coordinates tabulation of instrument items.
   (9) Individual teachers draft reports containing conclusions, recommendations, and suggestion solutions.
   (10) Teachers' immediate supervisor reviews individual teacher reports.
   (11) Teacher and supervisor discuss report, adopt/reject recommendations, timetable solutions, decide on nature of information to be provided to administrators and/or media.
   (12) Teacher and supervisor follow-through on solutions to adopted recommendations.

Procedure/Task Breakdown

Task A. Define the Scope of Student Evaluation of Instruction.

1. Decide whether to implement student evaluation of instruction in all programs or only some programs and courses.
2. Decide whether all teachers will use student evaluation of instruction or whether it will be voluntary.
3. Decide whether a common instrument, with provision for individualization, or individual instruments will be developed.

Task B. Construct Instrument(s).

1. Decide upon the type of item. Consider open ended and agreement-type rating items or a combination of the two. (See sample items in Example Documents 1-1, 1-2 and 1-3).
2. Decide on major aspects of instruction to be evaluated. Instruction can be analyzed in many ways. (See Information Handout 1-1).
3. Select or construct items. (Sample items are provided in Example Document 1-1 for each of six aspects of instruction.) Collecting instruments from a number of local education agencies is a good way to get more items. Teachers can readily construct additional items. Those who focus on selected aspects of instruction will need to construct specific items that are appropriate to their situation.
4. Assemble items into an instrument. All items pertaining to one aspect of instruction should not appear together. The form of the instrument can ease scoring. Directions should be brief.
5. Pilot test the instrument. This may be done with one or more groups of students or with individual students.
6. Revise the instrument. This should involve several teachers and might involve several responsible students.
7. Duplicate instrument.

Task C. Administer the Instrument(s).

1. Decide upon timing.
2. Assure student ease and anonymity. Students should make no identifying marks on the instruments.

Task D. Collate and Tally Data.

1. Tabulate item-by-item. This will be the basis for recommendations and suggested solutions.
2. Organize according to major aspects of instruction. Major item groups should be tallied to get composite ratings. These will be the basis for drawing conclusions. (See Example Document 1-4).

Task E. Write Conclusions, Recommendations and Suggested Improvements.

1. Formulate one or two conclusions for each of the major parts of the evaluation, i.e., planning and individual differences. These are general observations about the area of instruction and are usually given in qualitative form. (See Information Handout 1-2).
2. Draft recommendations. These tell what should be done. They are based on responses to individual items as well as groups of items. (See Information Handout 1-2).
3. Draft suggested improvements. Teachers will have a wealth of information from other kinds of evaluation and day-to-day operations, which will be helpful in refining the interpretation of the results of student evaluation. Improvements tell the who, how and when of implementing improvements to instruction/learning. (See Information Handout 1-2).

Task F. Discuss, Adopt, Adapt, Implement Recommendations and Suggested Improvements.

This task can be accomplished by involving two major groups: instructional personnel and administrative staff.

1. Individual teachers and their immediate supervisors will probably be involved in this task. As local leader, you might work with some or all teachers who use student evaluation of instruction.
2. Suggested improvements should be discussed with advisory committee members, board of education, administration, etc. In some cases it may be necessary to obtain the sanction of these groups for implementing suggestion solutions.

The essential outcome is a plan of who to do what, when and how. This is the value of any form of evaluation. Some of the who, what, when, and how decisions should be formed on the basis of input from other evaluation activities. Many of the who, what, when and how decisions should be dealt with at regular meetings at various levels.

Task G. Report Findings.

1. It may be wise to report findings and plans for improvement to one or more levels of administration. This is especially true if additional resources are necessary to solutions.
2. It may be a good idea to report summaries of findings and plans for improvement to respective advisory committees and to the media.

Information Handouts

No.		Page Number
1-1	Aspects of Instruction	10
1-2	Drafting Conclusions, Recommendations and Suggested Improvements	11-13

Information Handout 1-1

Aspects of Instruction

Local district personnel concerned with student evaluation of instruction probably ask, "What parts of the processes of instruction and learning can be improved by student evaluation?" There are different ways to analyze instruction, but for the purposes of this activity, the instruction process is divided into six aspects.

1. **Planning.** The planning of programs, courses and lessons is a very essential professional activity, and information from student observations can contribute to planning.
2. **Individual Differences.** The students themselves can perhaps best indicate whether they are served as individuals.
3. **Motivation.** How "turned on" students are by a course or program as contrasted to other activities in their lives tells us a great deal about teaching effectiveness, student-teacher rapport and so on.
4. **Command of Subject.** Student assessments of this command are easily related to attitudes such as receptivity to instruction.
5. **Teaching Techniques.** Students experience a large variety of teaching techniques and are excellent judges of the appropriateness of each technique.
6. **Work Station.** Students can tell us such things as whether they participate willingly to keep things orderly and whether the facility is prepared to serve them each day.

Information Handout 1-2

Drafting Conclusions, Recommendations, and Suggested Improvements

After data are collected and posted on tally sheets, instruction dealt within the instrument, conclusions, recommendations, and suggested solutions for improving instruction can be drafted.

Conclusions
One or two conclusions should be drafted for each major aspect of instruction after looking carefully at the tallies.

Recommendations
Recommendations should be more specific than conclusions and speak to individual items. They should deal with improvements which would ultimately cause more students to agree with instrument items.

Suggested Improvements
Suggested solutions are a means of implementing the recommendations; they will be peculiar to the situation.

The following examples are provided to assist local district personnel in writing conclusions, recommendations and suggested solutions. The example tally sheets represent two aspects of instruction, i.e., planning and teaching techniques. Conclusions are drawn from the composite ratings; recommendations and suggested solutions are numbered to correspond with specific items.

EXAMPLE TALLY SHEET

Teaching Techniques

SA	A	N	D	SD	
10	13	2	3	2	Item 1: The factor makes clear assignments.
11	13	2	3	1	Item 2: People from the community come to our classroom and laboratory.
2	8	5	10	5	Item 3: There is good balance of classroom and laboratory activities.
16	9	0	5	0	Item 4: I would like another course taught this way.
39	43	9	21	8	TOTAL

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED IMPROVEMENTS
The majority of student responses indicate appropriate selection and use of teaching techniques.	1. Continue to present methods of giving assignments. 3. Provide more time for laboratory experiments and live work.	1. Allow more time for discussion of assignments given in the classroom. Give more effort to assuring that laboratory experiments are properly begun by least successful students. 3. Increase time allocated for laboratory work. Purchase laboratory work stations. Assign more homework to reduce classroom time.

EXAMPLE TALLY SHEET

Planning

SA	A	N	D	SD	
10	15	2	1	2	Item 1: The program relates to jobs I understand.
1	4	13	10	2	Item 2: People in the community help design courses and programs.
4	17	0	6	3	Item 3: Courses seem to fit into the program.
19	5	0	5	1	Item 4: Courses are arranged progressively toward entry into a job.
34	41	15	22	8	TOTAL

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED IMPROVEMENTS
Planning appears to be a strength which is evident to most students.	2. Improve student membership on the program advisory committee.	2. Assume that one female student and one male student serve on the program advisory committee. Have these students report salient features of committee action to classes at regular times. Establish regular times for student committee members to get input from classes/

Example Documents

No.		Page Number
1-1	Sample Items	16-17
1-2	Instruction Evaluation Form #1	18-19
1-3	Instruction Evaluation Form #2	20
1-4	Tally Form	21

Example Document 1-1

Sample Items

Program, Course and Lesson Planning

The program relates to a job (an occupation) (a profession) (a family of occupations) I understand.
*The program relates to jobs I understand.
*People in the community help design courses and programs.
*Courses seem to fit into the program.
*Courses are arranged progressively toward entry into a job.
The program has a good balance of theoretical (classroom) and applied (laboratory or work) activities.
Courses are arranged into units I understand.
Class moves smoothly from one lesson or work assignment to the next.
The course stresses important material.
Course objectives, classroom and laboratory activities, and examinations seem to go together.
The teacher takes time to prepare for each session.
The classroom/laboratory is prepared for each session.
Presentations are given according to plan.
Assignments are prepared for distribution to students.
Laboratory assignments are related to classroom activities.
Work station tasks are related to in-school activities.
Homework is related to classroom and laboratory activities.
Advance notice is given for various examinations.
Advance notice is given for field trips (things we must bring to class) (projects) (papers).

Provision for Individual Differences

The teacher seems to know me personally.
The teacher knows some of my special interests.
The teacher knows some of my strengths.
The teacher knows some of my weaknesses.
The teacher knows my vocational plans.
*The teacher assigns me work I can do.
I was prepared for the course.
The teacher assigns work which challenges me.
The teacher helps me with homework or laboratory tasks I cannot do easily.
I can repeat tasks I did not do well.
The teacher is courteous and considerate.
We are free to ask questions and disagree.
The teacher paces the course well.
*I proceed at my own rate in the laboratory.
I proceed at my own rate in the classroom.
I plan to remain in this program next year.
I would recommend this program (course) to a friend.
I am permitted to explore aspects of my chosen occupation.
The course contributes to my personal growth.
Homework requires me to work to my capacity.
Laboratory tasks require me to work to my capacity.
I participate in the classroom.
The teacher knows when students do not understand.
The teacher is easy to find outside of class time.
The teacher is easy to approach for help.
The course is scheduled conveniently for me.
My coop job and regular classes do not conflict.
Work, classes, and extra-curricular activities go together nicely.
Amount of required work is appropriate.
The teacher makes me think I can do well.
The teacher is always helping someone.
The teacher is flexible.
The teacher is impartial.
The teacher never belittles students.
The teacher is sensitive to student's problems.
The teacher puts students over subject matter.

Motivation

This course is stimulating.
*I am enthused by this course.
The teacher encourages me more than most teachers do.
The teacher makes even less interesting parts of the course challenging.
What I do in the course relates to my career plans.
*New topics are introduced in exciting ways.
From time-to-time I determine how I am doing in the course.
*I understand the objectives of this course (program) (unit).
I feel encouraged to try new ideas and procedures.
*I look forward to coming to this class.
I tell other students about this class.

Command of Occupation/Subject

*The teacher seems to keep up to date on developments in our field.
The textbook and other materials seem to be the best available.
The teacher knows about trends in our field in this community.
The teacher is an expert in our field.
*The teacher and course materials are related to today's world of work.
I understand the practical use of what I am learning.
The teacher is confident and self-reliant.
It is easy to see how this course fits in my program.
*The teacher uses examples from personal work experience.
The teacher expands on the textbook (lab manuals).
*The teacher answers questions thoroughly.
The teacher can give several examples to explain difficult things.
The teacher increases appreciation of my occupation.
Because of this course, (program) I have made good progress toward my career objectives.
Because of this course, (program) I have made good progress toward having a job when I am graduated.

Teaching Techniques

*The teacher makes clear assignments.
Presentations include a variety of visual aids.
We go on field trips.
We see films and slides.
We have demonstrations for small groups.
*People from the community come to our classroom and laboratory.
Students are involved in classroom presentations.
Our classroom and laboratory work is supported by the library (resource center) (audio-visual department).
*There is a good balance of classroom and laboratory activities.
We get a lot of practical laboratory experiences.
Our work is displayed for others to see.
There are a number of awards to which we may aspire.
Bulletin boards and other displays are new and different from time-to-time.
I would like another course with this teacher.
*I would like another course taught this way.
It is easy to pay attention in this course.
Examinations are fair.
Examinations are practical.
The grading system is clearly defined.
Tests and written work are returned promptly.
The textbook is good and helpful to understanding the course and my chosen line of work.
The teacher stimulates discussion.
The teacher summarizes key points.
The teacher summarizes key steps in a job.
The teacher is easy to understand.
The teacher accepts criticism.
The teacher uses illustrations to clarify material.
Each learning unit has definite procedures and objectives.

Classroom/Laboratory/Work Station Operation and Control

*Students help to keep things running smoothly.
We have only necessary rules and regulations.
Students have a voice in classroom and laboratory affairs.
Students respect the teacher.
The teacher respects students.
My supervisor and I have mutual respect.
The teacher has a sense of humor.
*The teacher is neat and orderly.
*The teacher assures that everyone can see and hear.
The teacher cares about room temperature.
The teacher cares about lighting.
The teacher cares about ventilation.
The teacher cares about safety to students.
The teacher cares about safety to equipment.
The teacher cares about safety to materials.
Students feel "at home" with the teacher.
Students feel "at home" in the laboratory.
Students feel "at home" at their coop jobs.
Students feel friendly towards teacher(s).
Students feel friendly toward each other.
We have good equipment and materials.
We are scheduled so that everyone gets to use equipment.
The teacher is a dignified person.
The teacher holds class as scheduled.
The teacher/coordinator appears at my coop job as scheduled (as needed).
The teacher seems to enjoy the course.
The teacher seems to enjoy the students.
I would like to take another course with this teacher.
Classroom time is well used.
Laboratory time is well used.
There is meaningful work at my coop job each day.
A business-like atmosphere prevails.
Students are self-disciplined.
Good housekeeping prevails.
Tools and materials are easy to find.
Tools are well maintained.
Equipment is in good (very good) condition.

Example Document 1-2

INSTRUCTION EVALUATION FORM #1

Respond to each item frankly. Mark one response per item.

SA = Strongly Agree A = Agree N = Neither Agree nor Disagree

D = Disagree SD = Strongly Disagree

1.	SA	A	N	D	SD	The teacher makes certain that everyone can see and hear.
2.	SA	A	N	D	SD	The teacher is neat and orderly.
3.	SA	A	N	D	SD	Students know that the teacher is boss.
4.	SA	A	N	D	SD	Students help to keep things running smoothly.
5.	SA	A	N	D	SD	I would like another course taught this way.
6.	SA	A	N	D	SD	There is a good balance of classroom and laboratory activities.
7.	SA	A	N	D	SD	The teacher answers questions thoroughly.
8.	SA	A	N	D	SD	The teacher uses examples from personal work experience.
9.	SA	A	N	D	SD	The teacher and course materials are related to today's world of work.
10.	SA	A	N	D	SD	The teacher seems to keep up to date on developments in our field.
11.	SA	A	N	D	SD	People from the community come to our classroom and laboratory.
12.	SA	A	N	D	SD	The teacher makes clear assignments.
13.	SA	A	N	D	SD	I look forward to coming to this class.
14.	SA	A	N	D	SD	I understand the objectives of this course (program) (unit).
15.	SA	A	N	D	SD	New topics are introduced in exciting ways.
16.	SA	A	N	D	SD	I am enthused by this course.
17.	SA	A	N	D	SD	I proceed at my own rate in the laboratory.

18.	SA	A	N	D	SD	The teacher assigns me work I can do.
19.	SA	A	N	D	SD	The teacher knows some of my special interests.
20.	SA	A	N	D	SD	The teacher seems to know me personally.
21.	SA	A	N	D	SD	Courses are arranged progressively toward entry into a job.
22.	SA	A	N	D	SD	Courses seem to fit into the program.
23.	SA	A	N	D	SD	People in the community help design courses and programs.
24.	SA	A	N	D	SD	The program relates to the jobs I understand.

Example Document 1-3

INSTRUCTION EVALUATION FORM #2

HOOPESTON-EAST LYNN HIGH SCHOOL
STUDENT EVALUATION OF INSTRUCTION

Directions: Respond to each item frankly. Please mark one response per item.

A - Strongly Agree B - Agree C - Neither Agree or Disagree
D - Disagree E - Strongly Disagree

1. A B C D E The courses in this vocational program are arranged progressively toward entry into a job.
2. A B C D E The course objectives, classroom and laboratory activities and examinations seem to go together.
3. A B C D E The laboratory assignments are related to classroom activities.
4. A B C D E The teacher helps me with homework or laboratory tasks I cannot do easily.
5. A B C D E I am free to ask questions and disagree in this classroom.
6. A B C D E The teacher is sensitive to student's problems.
7. A B C D E I am enthused by this course.
8. A B C D E What I do in the course relates to my career plans.
9. A B C D E I understand the objectives of this course.
10. A B C D E The teacher answers questions thoroughly.
11. A B C D E The teacher seems to keep up to date on developments in our field.
12. A B C D E The teacher and course materials are related to today's world of work.
13. A B C D E The teacher makes assignments clear.
14. A B C D E The examinations in this course are fair.
15. A B C D E Each learning unit has definite procedures and objectives.
16. A B C D E The teacher respects students.
17. A B C D E The teacher cares about safety to students.
18. A B C D E The equipment and materials used in this course are adequate.
19. A B C D E The teacher seems to enjoy the students.
20. A B C D E I would recommend this course to a friend.

Example Document 1-4

TALLY FORM*

MOTIVATION

SA	A	N	D	SD	
					Item 1
					Item 2
					Item 3
					Item 4

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED IMPROVEMENT

COMMAND OF OCCUPATIONAL SUBJECT

SA	A	N	D	SD	
					Item 1
					Item 2
					Item 3
					Item 4

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED IMPROVEMENT

*Adopted from Herrin Community High School, District 4, Herrin, Illinois.

References

Hilderbrand, M., and Wilson, R.C. *Effective Teaching and Its Evaluation.* California: Center for Research and Development in Higher Education, 1970. 28 pp. Reports an attempt to characterize effective teaching. Results: There is agreement among students and between faculty and students about effectiveness of specified teachers. Effective performance has five components: analytic/synthetic approach; organization/clarity; instructor-group interaction, instructor-individual student interaction, and dynamism/enthusiasm. Effective performance as viewed by colleagues produces other components, such as research.

"Improving College and University Teaching." This is a journal published quarterly at the University of Oregon. It contains a large variety of rather home-spun articles. Many of these relate to evaluation of instruction and some in a given volume will likely yield good ideas for student evaluation of instruction.

Menges, Robert J. "Student Ratings of Instruction," in Pace, C. Robert (editor), *New Directions in Higher Education: Evaluation of Learning and Teaching.* San Francisco: Jossey-Bass, 1974.

Simpson, R.H., and Seidman, J.M. *Student Evaluation of Teaching and Learning.* Washington, D.C.: American Association of College for Teacher Education, 1962. Many types of evaluative items are described. The teacher is advised regarding the how, etc. of devising his own evaluative tool.

Illinois
State Board of
Education

100 North First Street
Springfield, Illinois 62777

Edward Copeland
Chairman

Donald G. Gill
State Superintendent of Education

An Equal Opportunity Employer